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AUTHOR Myers, Edward J.; And Others
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ABSTRACT

A program was developed for parent involvement in career education of students at the elementary, junior high, and senior high levels. The goal of the program is to make parents aware of the important role they play in the career development processes of their children. Topics dealt with include the following: (1) improvement of communication skills between parent and child; (2) influence of parents on career choice and work values; (3) career resources in the school and community; (4) sex-role stereotyping and its effect; (5) improvement of self-concept of children; (6) the importance of career planning; and (7) the stages of career development. At each of the three academic levels, the parents attend five learning sessions, and in Project Apollo, the senior high component, the students are also present. Except for the individual meetings in Project Apollo to review the students' records, the sessions involve the use of handouts, discussion groups, audiovisual materials, reading materials, or role playing. (Outlines are included for each session giving objectives, materials, procedure, preparation, guidelines, and alternate programs. Appendixes provide copies of handouts and questionnaires.) (ELG)

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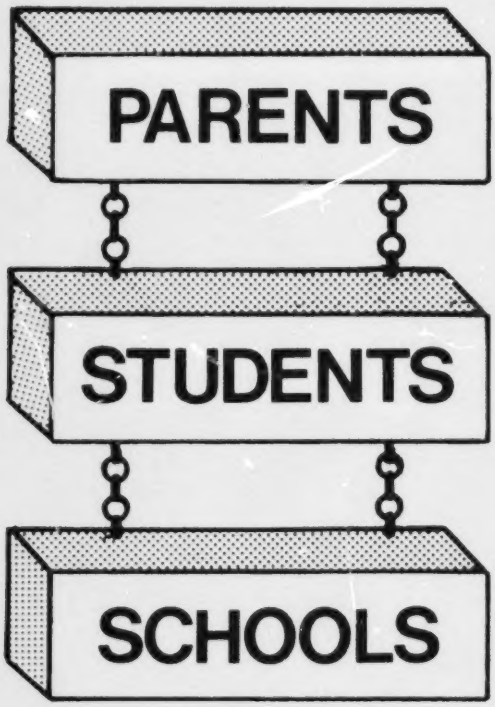
CAREER DEVELOPMENT PARTNERSHIP

A program linking



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A guide to implementation

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CE

The Rhode Island Department of Education wishes to acknowledge the fine work represented in this guide book, and to express its appreciation to Dr. Joseph J. Picano, Superintendent of Cranston Public Schools, and to the Cranston School Committee for their cooperation in both developing and disseminating this program.

CAREER DEVELOPMENT PARTNERSHIP

This program was developed in the Cranston, Rhode Island schools by Dr. Edward J. Myers, Supervisor of Special Services, in cooperation with many other parents and professionals. Primary assistance in developing this curriculum was given by Mrs. Jean Greco, Mr. Arthur Pagano, Mr. Daniel Pires, and Mr. Michael St. Angelo, Counselors in the Cranston Schools.

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INTRODUCTION

THE PARENT'S INFLUENCE IN CAREER DEVELOPMENT

by Edward J. Myers, Ed. D.

Social scientists and educators increasingly regard the home and family structure as the most powerful influence on the attitudes, actions, and aspirations of youth. As with any other powerful community force, this structure can become a tremendous ally in furthering educational objectives and conversely, it could become a formidable foe. Important studies including the Report of the Joint Commission on the Mental Health of Children (1969) have underscored the importance of the parent in the child's emotional, educational, and vocational development. As a result, parent counseling and parent education programs are rapidly becoming an integral part of school life, and counselors and teachers are involving parents in a wide variety of programs.

One such program involves the career development of the student. The term career refers to occupational development over time, and the selection of a career is regarded as the outcome of a complex set of forces operating over an extended period. Since the parent plays the most important role in the child's development, and since there is a relationship between family climate and vocational choice, designing career development programs specifically for parents has a strong theoretical rationale as well as a practical one.

The stakes are quite high for parent involvement in career education. Unless the home and family structure is made a major component of career

education, parents may learn to regard career education as a program needed in the schools, but aimed at the children of other parents.

CAREER DEVELOPEMENT PARTNERSHIP

Elementary Component

CAREER DEVELOPMENT PARTNERSHIP

ELEMENTARY SCHOOL COMPONENT

ABSTRACT

Career Development Partnership is a parent education program co-operatively developed by parents, counselors, and teachers. The content of the program was based on research in career education and in parent and family influences, child development theory, vocational theory, and the collective insight of the program developers. The goal of the program is to make parents aware of the important role they play in the career development processes of their children. The project is designed to assist parents so that they can maximize the impact that they have on these processes, which begin very early in the child's life.

The Career Development Partnership Program recognizes that parents have influence on their children, but, in addition, it recognizes that it is important to know how this influence occurs. Further, the program seeks to enhance the parent/child relationship in a manner which will foster vocational development. To accomplish this, sessions for parents are held covering major topics such as:

- Parental knowledge of the stages of career development and the parent's role in providing for a developmental environment.
- Improving communication between parent and child regarding the world of work and the future.

- Parental knowledge of the importance of self-concept in vocational choice and the parent's role in improving self-concept.
- Parents as vocational role models.
- The parent's role as motivators of the child's interest and curiosity about the world of work.
- The parent's role in improving the child's decision-making skills.
- The parent's role as sources of information about the world of work.

A variety of teaching techniques and group strategies are used at the sessions. These include brainstorming, role playing, group discussions, use of audio tapes, filmstrips, and other media, and the reading of pamphlets and other literature. The program has been well received by parents in most communities where it has been conducted, and evaluation results to date indicate that the program has been successful.

CAREER DEVELOPMENT PARTNERSHIP
ELEMENTARY SCHOOL COMPONENT

SESSION I

OBJECTIVE 1 - Introduction of parents and staff

Preparation:

1. Cut out nametags from colored construction paper to represent various types of work: book, hammer, rolling pin, truck, etc.
2. Make a sign-in booklet
3. Write "Match-Burn" questions on a chalkboard

Materials:

nametags
chalkboard
wooden matches and ashtrays

Procedure:

1. As parents enter, invite them to select a nametag and sign in.
2. Explain Match-Burn* technique to parents who should be seated in a U or semicircle

   *Match-Burn technique involves answering a series of questions or making a short recitation before a lighted match burns down. Match should be held by a person next to the person making the presentation.

3. Match-Burn questions on board:
   a) Name
   b) If you had the opportunity to choose any job, what would you choose to do and why?
   c) If you had a year off to do anything you wanted, how would you spend the year?
   d) Tell us how many children you have and share something about each of your children
   e) How do you hope to benefit from participating in these meetings?

(Alternate Procedure)

When parents arrive, they are welcomed and asked to sign in. They are then given nametags of construction paper which are cut in varying shapes and colors and cut in pairs. Each person is then asked to find the person with a matching nametag and in a five-minute period they are to exchange information about themselves, families, occupations, etc. This information is then shared by having the pairs introduce each other to the group.

Guidelines:

1. Encourage a relaxed, informal atmosphere where parents feel free to comment.
2. Provide matches which are long enough so that there will be sufficient time to answer questions.
3. Following the introduction of parents is an appropriate time to give an overview of the program.

OBJECTIVE 2 To make parents aware of the importance of good communication skills and to explore ways that verbal and nonverbal communication between parent and child can foster career development.

Preparation:

1. Make a set of index cards (10 or more) of situations in which a child makes a statement about a career.
2. Prepare a role-playing example of active listening.

Materials and Equipment:

index cards
chalkboard
filmstrip projector and screen
National Education Association filmstrip - How to Listen To Your Child (Available from: National Education Association, Academic Building, Saw Mill Road, West Haven, Connecticut 07516)

Procedure:

1. Point out that every message sent has two parts - content and feelings.
2. Brainstorm all the feeling words that parents can list in three minutes.
3. Role play with a parent an example of active listening.
4. Break up into small groups of from 4 - 6 people. Distribute different index cards to each group. As group discusses and improves skill of active listening, group leader(s) will circulate and offer suggestions, answer questions, etc.
5. Join groups and share an example of each group.
6. View filmstrip: How To Listen To Your Child.
7. Discuss filmstrip.

Guidelines:

1. Be very careful to restrict active listening exercises to career-oriented statements. General statements about school, sibling problems, homework hassles, etc. make active listening too large an area to cover in this time space.
2. Stress that active listening is offered as another way of communicating - open to their acceptance or rejection. It might be useful to indicate that parents who feel a need to do additional work on communication problems, could pursue that interest through other types of parent programs such as "Parent Effectiveness Training".
3. For most parents, this is usually a high interest subject.

CAREER DEVELOPMENT PARTNERSHIP
ELEMENTARY SCHOOL COMPONENT

SESSION II

OBJECTIVE 1 To assist parents in understanding the process of career development in elementary-age children.

Preparation:

1. Prepare handout on a simplification of career theory (Appendix A).
2. Tape record questions and answers of children as to their feelings and impressions about work.
3. Have some children draw pictures of careers that interest them.
4. Display pictures around the room with each grade level labeled.
5. Display chart on career theory (Oregon Pyramid).

Materials and Equipment:

Career theory handout (Oregon Pyramid) Appendix A.
Tapes of various grade levels (k, 2, 4, 5, or 6) and tape recorder
Drawings of careers K - 6
Career theory chart
Overhead projector, transparencies, markers
Booklet: The Parent's Influence in Career Development by: Edward J. Myers, Ed. D. (Available from: Cranston Public Schools, Edward J. Myers, Ed. D., Special Services Center, 45 Sprague Ave., Cranston, R. I. 02910)

Procedure:

1. Brief explanation of the need for career awareness activities in the elementary grades.
2. Distribute career theory handouts.
3. Introduce the Fantasy Period of career development. Use the taped discussions of children to emphasize various elements of the career theory:

   Kindergarten children - usually reflect great fantasy - ignorance of reality

2nd graders - lacking time perspective

3rd and/or 4th graders - closer consideration of adult role models; little consideration of interests and abilities

6th graders - often some consideration of interests in thinking about careers

4. Ask parents what factors they feel influence career choice. Record on overhead projector. Look for these points:
   a) reality
   b) role models
   c) interests and values
   d) self-concept
   e) education
5. Discuss with parents pages 3, 4, and 5 of the booklet: The Parent's Influence in Career Development.

Guidelines:

1. Be careful to insure the quality of the audio tapes. Make sure the tapes can be understood. To accomplish this, make tape recordings in a quiet area; preview the tapes and select only short sequences; use an external speaker, if possible, when the tapes are played back at the parent meeting.
2. Be sure to observe that all school procedures are followed relative to permission to tape children.
3. Watch for examples of sex-role stereotyping in the career choice that the children discuss. Make parents aware that the home influence is very important in determining sex roles. Stress the point that many parents often stereotype sex roles both in what they say and in the way activities are structured in the home.

OBJECTIVE 2 To assist parents in understanding the notion of self-concept; in knowing the relationship of positive self-concept to satisfaction and success; and in learning ways to improve the self-concept of their children.

Preparation:

1. Distribute Suggestions for Parents by Gilmore.
2. Prepare transparency of selected items from Suggestions for Parents.
3. Prepare a large circle with the letters IALAC on it. (IALAC - I am lovable and capable). Prepare the IALAC story. (A child dreams his/her IALAC, I am lovable and capable, sign becomes visible. As his day unfolds, his IALAC sign becomes smaller and smaller as it is damaged by distrust, disrespect, etc.).
4. Prepare a transparency of "Do Not's" from Suggestions for Parents.

Materials and Equipment:

Suggests for Parents by John Gilmore
(available from: John V. Gilmore, Ed. D., 53 Bay State Road, Boston, Mass. 02215)

Transparency of Do's and Don'ts

Booklet - The Parent's Influence in Career Development by Edward J. Myers, Ed. D. (available from: Cranston Public Schools, Edward J. Myers, Ed. D., Special Services Center, 45 Sprague Ave., Cranston, R. I. 02910)

IALAC sign from IALAC story - Taken from Family Life Today "The Care and Feeding of IALACS" by Esther Howard. Also available in different form in 100 Ways to Enhance Self-concept in the Classroom by Jack Canfield and Harold C. Wells, Prentice-Hall, Inc., West Nyack, New York, 10994.

Overhead projector, transparencies, markers

Procedure:

1. Ask group what self-concept is and why it is an important concept.
2. Use transparency of positive suggestions for parents to involve group in discussing the importance of the above and to share suggestions of their own.
3. Introduce the idea that the greatest damage to children's feelings of self-worth is often unintentionally inflicted in the home. Tell IALAC story to illustrate this.
4. Use transparency to discuss "Do Not's" from Suggestions for Parents.
   a) consider implementation of above
   b) discuss limitations
5. Challenge group to implement some of the positive suggestions during the week.
6. Discuss pages 6 and 7 of The Parent's Influence in Career Development

(Alternate Procedure) Divide parents into small groups. Review with parents the process of brainstorming. Have a recorder in each group list all the things parents can do to improve self-concept. Groups then share their lists. Collect lists from each recorder and compile into one list for typing and distribution at the following meeting.

(Alternate Procedure) Use shortened form of the Self-Esteem Inventory (Appendix B). Each parent completes one and discusses how the various items reflect the self-concept.

Guidelines:

1. Offer the Do's and Don'ts as suggestions only. Many parents can feel threatened by some of the suggestions.
2. Be sure to elicit parent involvement, otherwise the suggestions may become too didactic.

3. Be careful to make the connection evident to parents regarding positive self-concept and future success.

4. Be aware that sex-role stereotyping is an important issue to bring into the area of self-concept. Discuss with parents the implications of stereotyping many roles in our society and the possible detrimental effect on the self-concept of both males and females.

CAREER DEVELOPMENT PARTNERSHIP
ELEMENTARY SCHOOL COMPONENT

SESSION III

OBJECTIVE: To assist parents in understanding how they serve as work role models to their children.

Preparation:

1. Prepare "You Have Influence" ditto and transparency (Appendix C).
2. Set up "Life Goals" game from the Munson Kit.
3. Prepare handout "Children Learn What They Live".

Materials and Equipment:

"You Have Influence" ditto and transparency (Appendix C)

Overhead projector, transparencies, and markers

"Life Goals" game and dittos from Munson Kit (available from Houghton Mifflin Company, Hopewell, New Jersey 08525)

"Children Learn What They Live" poem, author unknown (Appendix D)

Procedure:

1. Distribute "You Have Influence" ditto on which parents will list their recent occupations, and those who influenced them and how. Share and discuss.
2. Ask parents to complete second part of the ditto where they list the ways in which they are influencing their children.
3. Brainstorm the ways in which parents influence their children. List on a transparancy. Be sure the following points are mentioned:
    a) work role models
    b) responsibility
    c) attitude toward work
    d) value of work
    e) perceptions about various workers
    f) approach to resolving problems and disputes

4. With the Munson Career Insight Game, select volunteers to play "Life Goals - Most Important - Least Important" game. Provide dittos for parents to play along.

5. Proceed to "Life Goals Circle" from Munson following the same format.

6. Using the booklet The Parent's Influence in Career Development, explain that values are often absorbed over a period of time rather than "taught" as a lesson. (Pages 10 and 11). Encourage discussion on this point.

Guidelines:

1. People are usually much more receptive when they have an opportunity to participate. Therefore, brainstorming parents as role models, then discussing, is more advantageous than lecturing.

2. When personal experiences are shared in #1 and #2, try to generalize from the examples given.

3. Adapting the Munson Career Insight Game for parents is a good technique, but be careful not to allow this activity to become too lengthy.

CAREER DEVELOPMENT PARTNERSHIP
ELEMENTARY SCHOOL COMPONENT

SESSION IV

OBJECTIVE: To explore how parents can motivate children's interest and curiosity about the world of work.

Preparation:

1. Prepare topic cards and handouts from The Yellow Pages of Learning Resources. Good examples are:

   What can you learn on a corner?

   What you can learn from your next-door neighbor.

   What can you learn at a restaurant?

   What can you learn at a bakery?

2. Prepare handout on errands (Appendix E)

Materials and Equipment:

Handouts (from above)

Overhead projector, transparencies, and markers

The Yellow Pages of Learning Resources (available from: The MIT Press, Massachusetts Institute of Technology, Cambridge, Massachusetts 02142).

Procedure:

1. Introduce concept.
2. Break up into small groups. Each group is given a topic card for brainstorming ideas. (topics from The Yellow Pages of Learning Resources detailed above)
3. Each group discusses the obvious as well as the not-so-obvious occupations relative to their topic card and to everyday errands.

4. Combine groups for sharing of ideas.
5. Brainstorm all possible ideas using your occupation, neighborhood, errands, games, television, magazines, trips and vactions to expose children to careers. Record all of this on an overhead.
6. Refer to The Parent's Influence in Career Development (Pages 11 - 14) for discussion.

Guidelines:

1. Prepare the list of ideas from #5 above for distribution to parents at the next meeting.

CAREER DEVELOPMENT PARTNERSHIP
ELEMENTARY SCHOOL COMPONENT

SESSION V

OBJECTIVE 1 To explore parent's role in improving decision-making skills of their children.

Preparation:

1. Run off Work Made Play suggestions from Educational Games and Activities.
2. Read Ginott chapter on Responsibility.
3. Review material on Family Council.
4. Review Chapters 6 and 7 from A Parents' Guide to Child Discipline

Materials:

Overhead projector, transparancies, and markers
Booklet: The Family Council by Rigney and Corsini, available from: Rudolf Dreikurs Unit of Family Education Association, c/o Mrs. Fred Lasner, 2701 Jarlath, Chicago, Illinois 60645.
Book: Educational Games and Activities by Wagner, Hosier, Blackman, and Gilloley, MacMillan Publishing Co., Riverside, New Jersey
A Parents' Guide to Child Discipline, by Dreikurs and Grey, Hawthorne Books, New York, New York.
Between Parent and Child by Haim Ginott available from Avon Books, 959 8th Avenue, New York, New York
Booklet: The Parent's Influence in Career Development

Procedure:

1. Ask "How can parents create a desired sense of responsibility in children?" Discuss how. Include:
   a) Responsibility in children starts with parent's attitudes
   b) Provide opportunities for decision-making
2. Brainstorm areas in which children can be responsible. Record general areas on a transparency - i.e., food, clothing, allowance.

3. Share specific examples parents have provided opportunities for decision making.

4. Pass out Work Made Play dittos. (optional)

5. Pass out Family Council ditto. Explain what it is, how to use it and the advantages of a council. (optional)

6. Utilize parent booklet, The Parent's Influence in Career Development, P.P. 8 - 10, to reinforce.

Guidelines:

1. Stress parents' need to provide opportunities
2. Stay away from arguments over the "right" way of handling chores, allowance, etc.

OBJECTIVE 2 To assist parents in becoming better sources of information for their children.

Preparation:

1. Display all books and pamphlets available on career information for parents as well as positive parenting.
2. Familarize self with Parent Effectiveness Training chapter on being hired as a consultant
3. Have booklets on hand

Materials:

Booklet - The Parent's Influence in Career Development

Ginott: Between Parent and Child

Gordon: Parent Effectiveness Training by Dr. Thomas Gordon, Peter H. Wyden, Inc. New York, New York.

Byrn: Career Decisions by Delmont K. Byrn, National Vocational Guidance Association, Div. of A.P.G.A. Washington, D.C.

Knapp and Bedford: The Parent's Role in Career Development

Yellow Pages of Learning Resources

Procedure:

1. Explain how parents can be hired as consultants (from Parent Effectiveness Training)
2. Refer to sources of information in booklet
3. Allow time for browsing through displayed materials
4. Group discussion of "Sources of Information" from booklet, The Parent's Influence in Career Development

Guidelines:

1. To allow more time for browsing, it's a good idea to display the materials during all of the sessions

OBJECTIVE 3 Program evaluation

Preparation:

1. Dittos of "I learned" statements (Appendix F)

   Other evaluative forms as required by individual programs

Materials:

"I learned" Dittos

Workshop questionnaires

Other evaluative materials

Procedure:

1. Distribute evaluation forms as may be required by individual programs
2. Pass out "I learned" dittos and allow time for each person to complete

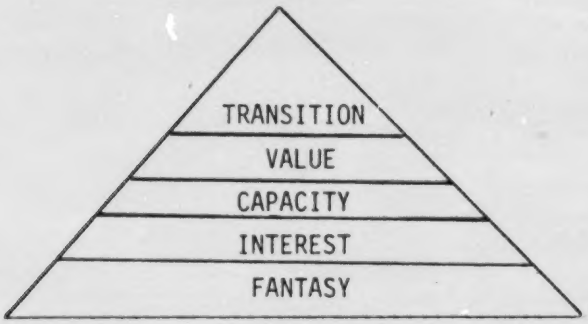
3. Swap dittos and share statements from the above ditto

Guidelines:

1. By swapping dittos parents feel more relaxed in sharing their comments
2. Encourage parents to be honest in their evaluations - especially with positive and negative comments

CAREER DEVELOPMENT PARTNERSHIP
ELEMENTARY SCHOOL COMPONENT

STAGES OF CAREER DEVELOPMENT
FROM BIRTH TO 18



THE FANTASY PERIOD - (Birth to 10 or 12 years)

During this period children generally:

1. ignore reality
2. do not consider their abilities and potential very well
3. lack time perspective
4. identify and copy adults

THE TENTATIVE PERIOD - (ages 11 - 18 years)

This period is divided into a number of stages:

A. The interest stage (11 and 12 year olds)

During this stage many children:

1. begin to identify a career direction
2. identify activities they like and dislike
3. identify with parents, especially with fathers

B. The capacity stage (12 - 14 years)

During this stage students consider their ability to perform well in areas of interest and in vocational considerations.

C. The value stage (15 - 16 years)

During this period students should:

1. be made aware of their values and how these values effect job considerations

2. be conscious that the time for making a vocational choice is approaching

D. The transition stage (17 - 18 years)

During this stage the individual:

1. begins to face the necessity of making concrete and realistic decisions about his vocational future
2. studies the amount and kind of preparation necessary for various careers
3. recognizes the varying financial rewards of occupations

REFERENCE - E. GINZBERG, OCCUPATIONAL CHOICE, COLUMBIA UNIVERSITY PRESS

APPENDIX B

MODIFIED SELF-ESTEEM INVENTORY

NAME OF CHILD _____ DATE _____

SCHOOL _____ TEACHER _____

PLEASE MARK EACH STATEMENT IN THE FOLLOWING WAY:

If the statement describes how you usually feel, put a check (✓) in the column, "Like Me".

If the statement does not describe how you usually feel, put a check (✓) in the column, "Unlike Me". There are no right or wrong answers.

	LIKE ME	UNLIKE ME
1. I spend a lot of time daydreaming.	____	____
2. I'm pretty sure of myself.	____	____
3. I often wish I were someone else.	____	____
4. I'm easy to like.	____	____
5. There are lots of things about myself I'd change if I could.	____	____
6. I'm proud of my schoolwork.	____	____
7. I'm often sorry for the things I do.	____	____
8. I like to be called on in class.	____	____
9. No one pays much attention to me at home.	____	____
10. I have a low opinion of myself.	____	____

APPENDIX C

CAREER DEVELOPMENT PARTNERSHIP
ELEMENTARY SCHOOL COMPONENT

YOU HAVE INFLUENCE

CAREER	WHO INFLUENCED YOU	HOW	INFLUENCE POSITIVE	INFLUENCE NEGATIVE

YOU INFLUENCE THE WAY IN WHICH YOUR CHILD VIEWS THE WORLD OF WORK THROUGH YOUR ATTITUDES, ACTIONS, THOUGHTS, AND WORDS.

LIST THE WAYS IN WHICH YOU SEE YOURSELF INFLUENCING YOUR CHILD AND CHECK WHETHER YOU FEEL IT IS A POSITIVE OR NEGATIVE INFLUENCE.

HOW	INFLUENCE POSITIVE	INFLUENCE NEGATIVE

PARENT'S CREED

CHILDREN LEARN WHAT THEY LIVE

IF A CHILD LIVES WITH CRITICISM, HE LEARNS TO CONDEMN.

IF A CHILD LIVES WITH HOSTILITY, HE LEARNS TO FIGHT.

IF A CHILD LIVES WITH RIDICULE, HE LEARNS TO BE SHY.

IF A CHILD LIVES WITH SHAME, HE LEARNS TO FEEL GUILTY.

IF A CHILD LIVES WITH TOLERANCE, HE LEARNS TO BE PATIENT.

IF A CHILD LIVES WITH ENCOURAGEMENT, HE LEARNS CONFIDENCE.

IF A CHILD LIVES WITH PRAISE, HE LEARNS TO APPRECIATE.

IF A CHILD LIVES WITH FAIRNESS, HE LEARNS JUSTICE.

IF A CHILD LIVES WITH SECURITY, HE LEARNS TO HAVE FAITH.

IF A CHILD LIVES WITH APPROVAL, HE LEARNS TO LIKE HIMSELF.

IF A CHILD LIVES WITH ACCEPTANCE AND FRIENDSHIP,
HE LEARNS TO FIND LOVE IN THE WORLD.

AUTHOR UNKNOWN

CAREER DEVELOPMENT PARTNERSHIP
ELEMENTARY SCHOOL COMPONENT

ERRANDS

Errands provide an excellent opportunity for you to point out occupations to your children. List your three most common errands and the obvious, as well as the not-so-obvious, occupations which could be pointed out along your errand route.

ERRAND	OBVIOUS OCCUPATIONS	NOT-SO-OBVIOUS OCCUPATIONS

CAREER DEVELOPMENT PARTNERSHIP

ELEMENTARY SCHOOL COMPONENT

WRAP UP

I LEARNED .....

I RELEARNED .....

I WAS SURPRISED .....

I WONDER .....

CAREER DEVELOPMENT PARTNERSHIP

Middle School–Junior High Component

CAREER DEVELOPMENT PARTNERSHIP
MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

ABSTRACT

The Career Development Partnership program adapted successfully from the elementary level, is a program for parents that has been conducted at the middle school/junior high level during the past two years. This program recognizes the importance of supporting the tentative career considerations of early adolescents. The program further recognizes that, while many factors are important to a child's career education, parents exert the greatest influence. This influence may be significantly improved with education.

A major goal of the Career Development program is to inform parents of the career development issues their children face as well as of the various roles parents can play in the process. Some of the important questions the program attempts to answer are:

- How can I help my child prepare for the future?
- What does school planning in the present have to do with future decisions?
- Would my son/daughter be happy following in my footsteps?
- Am I openminded about my child's career choice?
- Am I aware of the career choices available to both boys and girls?
- Do I have a particular idea about the career my child should pursue?

Topics dealt with in the program include: the influence of the parent on work values; the importance of school planning; the value of improving listening and communication skills; an awareness of career resources in the school and community; and an awareness of the changes in undoing sex-role sterotyping and its effect on the labor scene. Some techniques used at the parent sessions include short presentations followed by group discussions, small group discussions, the use of filmstrips and charts, and role playing. Parents are also involved in discussing how their own career choices were made and in answering questions on careers and work values. Children's responses are compared

with those of their parents.

The program was designed to be tailored to the needs of particular schools. For example, a cycle of meetings at one junior high was for the parents whose children were planning to enroll at the Cranston Vocational School. One of the cycles at another school was aimed at parents whose children were participating in Project SAVE a unique career education program. A third cycle at the same school was geared to parents of children entering grade seven.

Although the experience of conducting career oriented parent education programs at the junior high level is limited, this program was judged to be successful. Educators and parents, through a working partnership, can greatly enhance the future success of the child.

CAREER DEVELOPMENT PARTNERSHIP
MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

SESSION I

OBJECTIVES:

1. To inform parents of the Career Development Partnership program.
2. To help parents understand the role that they play - along with the school - in assisting their children with career choices.
3. To present an overview of vocational theories.
4. To discuss important issues in career development.

Preparation:

1. Obtain name tags to be completed by parents at the door.
2. Make arrangements for refreshment.
3. Run off all necessary dittos.
4. Arrange for overhead projector and screen

Materials:

charts, dittos, and transparency covering introduction and the stages of the developmental process - emphasizing the middle and junior high school years (Appendices A and B)

ditto of key words stressing the issues in career development (Appendix C)

Dittos with overview of vocational theories and worksheets to be completed by parents (Appendix D)

Procedure:

1. Allow parents to meet in small groups to obtain the following information about each other:
   a) names
   b) composition of family

c) first paid job - present job

d) steps taken to arrive at present job

2. Large group presentation to introduce parents to the career development process using dittos and transparency to trace process from K - 12 with emphasis on middle and junior high years.

3. Present brief overview of Vocational Theories - summarizing in general way that people arrive at a job through a particular process. (Appendix A)

   a) Roe - Vocational Choice Theory - satisfaction of basic needs

   b) Ginzberg - Three Main Periods in the Vocational Process

   c) Caplow - Vocational Choice by Serendipity

   d) Super - Vocational Life Stages in Vocational Development

4. Have parents complete worksheet on vocational theories and career process.

   a) Which vocational theory seems to be the one that you followed to arrive at your present job?

   b) How would you like your son/daughter to arrive at their career choice?

5. Discussion of Key Words (Appendix C) stressing important issues in career development. Allow parents time to react to each Key Word as to how it has affected their own career development process.

   a) Choosing a career is a process that takes place over a long span of time rather than at any given moment in time

Guidelines:

1. Parents need to feel relaxed with the informal discussion process. Encourage a relaxed atmosphere by having coffee and refreshments at each meeting; by arranging seating patterns so that people

are not seated in classroom like rows; by encouraging questions; by stressing the point that you expect them to have an enjoyable time; by demonstrating a sense of humor.

2. Some use of the "lecture method" is necessary at times. However, these presentations should be short and interspersed with key questions. As much as possible, avoid "one way" communication.

CAREER DEVELOPMENT PARTNERSHIP
MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

SESSION II

OBJECTIVES:

1. To introduce parents to the concept of work values - positive and negative attitudes toward work.
2. To compare parents' work values to their children's work values.
3. To list and discuss various reasons why people work.
4. To determine ways in which a parent influences how his/her child views the world of work.

Preparation:

1. Make arrangements to have the children of the parents attending the session complete the Work Values Inventory before the session (Appendix E).
2. Reproduce all necessary dittos

Materials:

Work Values Inventory (Appendix E)
Worksheet: Why do people work? (Appendix F)
Worksheet: You have influence. (Appendix G)

1. Allow parents time at the beginning of the session to complete The Work Values Inventory.
2. Large group presentation to introduce parents to the concept of work values. In small groups have parents discuss ways in which their children develop positive and negative attitudes toward work. Report findings of small groups to large group.
3. Have parents compare their completed Work Values Inventory to the one completed by their child. Review results with group.

4. Parents should have their completed interview sheets (Why do people work?). Appendix F.

   Report to group on results of interview sheets listing various reasons why people work.

5. Have parents complete worksheets, You Have Influence (Appendix G). Report to group on ways in which they influence their child along with samples of other external pressures influencing their child's work values (e.g. television programs, movies).

Guidelines:

1. Parents have been surprised at the results of parent - child comparisons and have expressed great interest in this type of exercise.

CAREER DEVELOPMENT PARTNERSHIP
MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

SESSION III

OBJECTIVES:

1. To look at attitudes which have fostered sex-role stereotyping.
2. To discover and review literature which stresses sex-bias and sex-fairness.
3. To discuss ways in which parents can help reduce sex-bias in their children.

Preparation:

1. Prepare all necessary dittos and transparencies.
2. Arrange for overhead projector and screen.
3. Have parents read material related to stereotyping (Appendix H) as an assignment before session begins.

   Materials should be reviewed with the following statements in mind:

   a) "A woman's place is in the home".

   b) "Married women take jobs away from men; in fact, they ought to quit the jobs they now hold".

Materials:

Learning Kit: Sex-Fairness in Career Guidance (Available from: ABT Publications, 55 Wheeler Street, Cambridge, Mass., 02138).

Dittos, transparencies, study sheets regarding the reduction of sex-role stereotyping.

Procedure:

1. Large group presentation to introduce and discuss sex-role stereotyping with an emphasis on the following:

   a) origins of sex-role stereotyping
   b) attitudes

c) sex-bias

d) sex-fairness

2. Allow parents time to review the ditto: Myth and Reality (Appendix H).

3. Discussion of sex-fairness and sex-bias as portrayed on TV and in the movies.

4. Use the ABT Publications learning kit, Sex-Fairness in Career Guidance as a resource for role-playing situations stressing various sex-bias situations.

   a) Role play - Interview between counselor and parents of high school girl who wants to attend a four year college to pursue a liberal arts degree.

   b) Role play - Interview between high school counselor and female student who is not convinced that women really have to plan as seriously as men for the world, or the world of work.

5. Have parents discuss ways in which they can help reduce sex-bias in their children - emphasizing examples of sex-bias and sex-fairness existing in the home.

Guidelines:

1. An informal discussion of this topic allows parents to elaborate on the methods and techniques of rearing children. Also, it allows them to discuss working conditions and parental attitudes regarding sex-fairness -- especially where there is a working mother.

2. An interesting home assignment for this topic is to ask parents to review various TV shows and to look for males and females in nonstereotyped roles.

CAREER DEVELOPMENT PARTNERSHIP
MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

SESSION IV

OBJECTIVES:

1. To present an overview of communication skills and discuss various techniques that could be used by parents.
2. To suggest and discuss ways in which parents and children can improve their methods of communicating with each other.
3. To review and discuss filmstrip, How To Listen to Your Child and How to get your Child to Listen to You, emphasizing positive and negative aspects illustrated in the filmstrip.

Preparation:

1. Make arrangements for filmstrip projector, overhead projector, and screen.
2. Preview filmstrip - noting positive and negative communication techniques.
3. Prepare ditto necessary for session (Appendix I).
4. On index cards, prepare statements about career related issues typical of young adolescents.

Materials:

National Education Association filmstrip - How to Listen to Your Child and How to get your Child to Listen to You. (Available from: National Education Association, Academic Building, Saw Mill Road, West Haven, Connecticut 07516).

overhead projector or chalkboard
filmstrip projector and screen
index cards
Ditto: Communication Inventory Exercise (Appendix I).

Procedure:

1. Presentation of filmstrip and overview of communication skills.
2. Small group discussion of positive and negative examples of communication as depicted by filmstrip.
3. Break into small groups of from 4 - 6 people. Distribute different index cards to each group. As group discusses and improves communication skills, group leader(s) will circulate and offer suggestions, answer questions, etc.
4. Join groups and share an example of each group.
5. Have parents list ways to improve methods of communication with their children. Record on overhead projector or chalkboard.

Guidelines:

1. What is the purpose of developing good communication skills?
    a) It is important to have parents and children talking and listening to each other.
    b) Good communication skills are important in the career development process because it enables parents and children to talk about future plans, program selection, performance in school, and attitudes toward work.
2. Parents can assist in the preparation of the communication exercises by listing various examples of the types of comments and questions relative to career decisions that they have heard their children make.
3. Communication between parent and child is a very popular topic and you can easily spend more than one session on this topic, if you do not carefully plan.

CAREER DEVELOPMENT PARTNERSHIP
MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

SESSION V

OBJECTIVES:

1. To acquaint parents with various school administered tests which are used for program placement and career counseling.
2. To give parents the opportunity of taking a career interest inventory.
3. To familiarize parents with the school's program of study and the factors that should be considered in program placement.
4. To present an overview of the various programs that are available after the middle or junior high school program.
5. To summarize highlights of the Career Development Partnership program.
6. To have parents complete an evaluation of the program.

Preparation:

1. Arrange to have copies of appropriate school administered standardized tests available.
2. Review particular interest inventory to be used. Obtain sufficient copies for number of people who will be using them.
3. Inform school administration, especially guidance, that the school's program and method of placement in the school program will be discussed with the parent group. Obtain sufficient copies of programs to be distributed to parents.
4. Prepare evaluation forms for program.

Materials:

School administered tests (this will vary from community to community).

Form E - The Self-directed Search for Educational and Vocational Planning. (Available from: Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306)

(or other interest inventory test used in particular school setting)

Evaluative forms as required by individual programs.

Procedure:

1. Informal group presentation discussing school administered tests and interest inventories - stress relationship to course selection.
2. Administer - Self-directed Search, or other instrument to parents.
* 3. Distribute materials on school's programs along with sample course selection sheets. Allow time for parents to review sheets and then to review program selected by their children. Stress importance of choices in relation to long range goals - possible future careers.
* 4. Distribute materials on high school programs and vocational - technical education.
5. Distribute evaluation forms for completion by parents.
6. Allow time for summary and question and answer period.

Guidelines:

1. Stress the importance of parents' understanding of child's aptitudes and interest.
2. Stress the importance of parents' understanding of various programs offered by the school system and how they can best serve their child's needs.

*Steps three and four will vary depending on target population, age of pupils, and organization of school system.

CAREER DEVELOPMENT PARTNERSHIP
MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

A LOOK AT FOUR THEORIES OF VOCATIONAL DEVELOPMENT

ROE - Vocational Choice Theory, satisfaction of "basic needs"

Roe has based her theory on the following list of needs:

1. The physiological needs
2. The safety needs
3. The need for belongingness and love
4. The need for importance, respect, self-esteem, independence
5. The need for information
6. The need for understanding
7. The need for beauty
8. The need for self-actualization

- all people have needs and no other single factor in a person's life can satisfy as many of these needs as one's occupation
- early childhood experiences with parents develop into basic attitudes, interests, and capacities.
- experiences are reflected in occupational choices
- the satisfaction of the needs listed above, largely unconscious, will become motivators in vocational choice
- strong emphasis on parent and child involvement

GINZBERG - Three Main periods in the Vocational Choice Process

I. Fantasy Period (ages 4 - 11)
   - vocational interests shown in daydreaming, wishful thinking

II. Tentative Period (ages 11 - 17)
   - youngster considers more seriously his likes and dislikes, capabilities and job requirements, values, concrete decisions made.

III. Realistic Period (17 years and on)
   Exploration, Crystallization, Specification
   - process is largely irreversible (present decisions limiting future decisions)
   - compromise between the aspirations one has and the realities of the immediate situation

CAPLOW - Vocational Choice by Serendipity

- error, accident, and chance have a larger part in vocational choice than we are willing to concede
- occupational choices are usually made when a person is still far removed from the world of work and based mainly on school requirements and curriculum
- realistic choices typically involve giving up old aspirations in favor of more limited objectives

SUPER - Vocational Life Stages in Vocational Development

1. Choosing is a process, which takes place over a long period of time, rather than at a given moment in time.
2. Choosing a vocation involves a series of decisions.
3. Choosing a vocation for most people often requires a compromise between what the ideal job would be and what is realistically possible.
4. How a person feels about himself, his self-concept, is very important. This self-concept begins to form early in life and becomes clearer during the teen years.
5. Reality - a sense of what can be obtained - becomes more important in choosing a vocation as the person gets older.
6. How a child views his parents or "identifies" with them influences his vocational choice.
7. The occupational field a person enters is relayed to many things -- his interest, values, needs, his level of education, and the supply and demand conditions in the economy.
8. Many of life's satisfactions depend upon the happiness of an individual with his job.

CAREER DEVELOPMENT PARTNERSHIP
MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

IMPORTANT ISSUES IN CAREER DEVELOPMENT

1. Choosing a career is a process that takes place over a long span of time rather than at any given moment in time.

2. We progress through various stages in our career development.

3. One's occupation can satisfy more personal needs than any other single factor in a person's life.

4. Occupational choice is strongly influenced by early childhood experiences, especially those with one's parents.

5. Luck, accident, and chance may have a larger part in vocational choice than we are willing to concede.

6. How a youngster "identifies" with his parents influences his vocational choice.

7. How a person feels about himself, his self-concept, is directly related to his career choice.

8. The occupational field a person enters is related to many things -- his needs, values, interests, level of education, and the supply and demand conditions in the economy.

CAREER DEVELOPMENT PARTNERSHIP

MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

IMPORTANT ISSUES IN CAREER DEVELOPMENT
KEY WORDS

1. PROCESS:
   a) various steps in preparation
   b) experiences vary - part-time work
2. STAGES:
   a) awareness
   b) pride - worth
   c) success
3. PERSONAL NEEDS:
   a) satisfaction
   b) pride - worth
   c) success
4. CHILDHOOD EXPERIENCES:
   a) fantasy
   b) idolize
   c) exposure
5. LUCK AS INFLUENCE:
   a) right place at right time
   b) know right people
6. IDENTIFICATION WITH PARENTS:
   a) positive attitudes toward work
   b) exposure to parents' occupations
7. SELF-CONCEPT:
   a) self-confidence
   b) knowledge of strengths and weaknesses
8. ENTRANCE TO WORKING WORLD:
   a) personal needs
   b) values
   c) interests
   d) level of education
   e) supply and demand

CAREER DEVELOPMENT PARTNERSHIP

MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

YOUR NAME IS NOT NECESSARY ON THIS QUESTIONNAIRE.....

Please take a few minutes to discuss each question with the people in your group and then individually answer each question.

QUESTIONS AND ANSWERS

Which of the vocational theories that were discussed earlier makes the most sense to you? (In light of your own vocational development.) Circle one -

Ginzberg Super Roe Caplow

---

1. What would you say are the two main occupations portrayed on TV?

_____ _____

2. Do you think that TV gives us an accurate idea of what people in different occupations do? Circle one -

Yes No Sometimes Frequently

3. What, if any, distorted or false ideas about the world of work could a junior high student get from watching TV? _____

_____

4. a) Have you ever taken your son/daughter to visit where you work?

Yes No

b) If not, have you ever thought about doing this?

Yes No

5. Would you like your son/daughter to go into the same occupation as you did?

Yes No

6. After graduating from high school, which of the following would you like your son/daughter to do? Circle one -

Get married Go to college Get a job

Go to trade school Join the armed services

Take a vacation

7. At what age should a young adult assume responsibility for his/her career?

AGE _____

CAREER DEVELOPMENT PARTNERSHIP

MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

WHAT ARE YOUR WORK VALUES?

What are your work values. The following inventory consists of fourteen items. Each item describes the two extremes of a major work characteristic; e.g., work with people vs. work alone. For each item, check the space which best describes your own work values.

	1	2	3	4	5	
Work for organization	_____	_____	_____	_____	_____	Self-employment
Work alone	_____	_____	_____	_____	_____	Work with other people
Short hours; Maximum 8 hours per day	_____	_____	_____	_____	_____	Long hours and weekend work usual
Variety of duties every day	_____	_____	_____	_____	_____	Similar duties every day
Challenges and risks in work	_____	_____	_____	_____	_____	Work offers security
Work indoors in pleasant environment	_____	_____	_____	_____	_____	Work outdoors in all weather conditions
Willing to relocate anywhere	_____	_____	_____	_____	_____	Work in specific geographical area
Work for large business	_____	_____	_____	_____	_____	Work for small business

	1	2	3	4	5	
Many opportunities for advancement and professional development	_____	_____	_____	_____	_____	Few opportunities for advancement and professional development
Live close to work	_____	_____	_____	_____	_____	Live half hour or more from work
Early retirement	_____	_____	_____	_____	_____	Work opportunities after 65
Frequent travel	_____	_____	_____	_____	_____	Little or no travel
College education important in my future planning	_____	_____	_____	_____	_____	Would like more education but not college
Money will be an important factor in choosing my vocation	_____	_____	_____	_____	_____	Money will be secondary in my career choice

ANSWER THE FOLLOWING QUESTIONS THE WAY YOUR SON/DAUGHTER WOULD ANSWER THEM.

1. Are your parents happy with the work they do?

2. Would you like to follow in their footsteps?

3. Do you have any particular idea about the career you should pursue?

4. Suppose your parents didn't agree with your career plan. What would you do?

5. Who do you feel should be responsible for your career choice?

6. Two or three things I value most in life are:

CAREER DEVELOPMENT PARTNERSHIP
MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

WHY DO PEOPLE WORK?
(Interview Guide)

Position held by person being interviewed _____

1. As you see it, what are the main reasons why you work?

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

2. Generally speaking, do you like your job? Yes ___ No ___
   Why?

3. Do you believe that most of your fellow workers enjoy their work? Yes ___ No ___
   Why?

4. Do you believe that some people really seem satisfied with their jobs? Yes ___ No ___
   Why?

5. Do you think it would be fun not to work at all? Yes ___ No ___

APPENDIX G

CAREER DEVELOPMENT PARTNERSHIP
MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

YOU HAVE INFLUENCE				
CAREER	WHO INFLUENCED YOU	HOW	INFLUENCE POSITIVE	INFLUENCE NEGATIVE

YOU INFLUENCE THE WAY IN WHICH YOUR CHILD VIEWS THE WORLD OF WORK THROUGH YOUR ATTITUDES, ACTIONS, THOUGHTS, AND WORDS.

LIST THE WAYS IN WHICH YOU SEE YOURSELF INFLUENCING YOUR CHILD AND CHECK WHETHER YOU FEEL IT'S A POSITIVE OR NEGATIVE INFLUENCE.

HOW	INFLUENCE POSITIVE	INFLUENCE NEGATIVE

CAREER DEVELOPMENT PARTNERSHIP
MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

MYTH AND REALITY

THE MYTH.....

A woman's place is in the home.

THE REALITY ....

1. Of all women between the ages of 18 and 64,
   - about 35 million work as unpaid full-time housewives
   - about 36 million (53%) are in the paid labor force
   - about 70% of all women workers hold full-time jobs
   - more than one out of 10 women workers are heads of households
   - of the 7.2 million female heads, 3.9 million or 54% were in the labor force

2. Women are now 39% of the total labor force.
   - half of all women workers are in their late 30's or older
   - more than half of all women workers are married
   - more than half of all women workers have children under 18 at home
   - almost two of every five working mothers are heads of households

3. When you think of the future of girls in your school, keep in mind that:
   - nine out of 10 will be employed sometime in their lives
   - nine out of 10 will marry; 8 out of 10 will have children
   - the average married woman is likely to work outside the home for 25 years; the average unmarried woman for 45 years; the average man for 43 years.
   - 56% of all minority women over age 18 were in the paid labor force in 1974; as compared to 51% of all white women.
   - more than 4 out of 10 women who are married and living with their husbands are in the paid labor force
   - the median wage paid women is 57% that paid to men
   - only 7% of women earn over $10,000. a year, as compared to 40% of men.

THE MYTH....

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

THE REALITY....

1. There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

2. Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

3. The average woman in the labor force has completed a median of 12.5 years of schooling -- the same number of years as her male counterpart. However, women who work year round full time earn substantially less than fully employed men who have the same number of years education.

4. In 1974 women with 4 years of college had lower incomes than men who had only completed the 9th grade, and only 59% of the income of men with 4 years of college.

THE MYTH.....

Women are out ill more than male workers; they cost the company more.

THE REALITY....

A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

(Material taken from the contents of: Undoing Sex Stereotypes - Guttentag/Bray Statistics - U.S. Dept. of Labor, Employment Standards Administration - Women Worker Today & The Earnings Gap Between Women and Men - U. S. Dept. of Labor, Employment Standards Administration, Womens Bureau 1976)

CAREER DEVELOPMENT PARTNERSHIP
MIDDLE SCHOOL/JUNIOR HIGH COMPONENT

COMMUNICATION INVENTORY EXERCISE

This inventory is an exercise designed to help you and your parents better understand how you communicate with each other. Most teenagers find it very interesting.

There are no right or wrong answers. The most helpful answer to each question is your indication of the way you feel at the moment.

The YES column is to be used when the question can be answered as happening most of the time or usually. The NO column is to be used when the question can be answered as seldom or never. Draw a circle around the word YES or NO, whichever reflects your answer.

Read each question carefully. If you cannot give the exact answer to a question, answer as best you can but be sure to answer each one.

1.	Do your parents wait until you are through talking before "having their say"?	YES	NO
2.	Does your family do things as a group?	YES	NO
3.	Does your family talk things over with each other?	YES	NO
4.	Do your parents seem to respect your opinion?	YES	NO
5.	Do your parents tend to lecture and preach too much to you?	YES	NO
6.	Do you discuss personal problems with either of your parents?	YES	NO
7.	Do your parents tend to talk to you as if you were much younger than you actually are?	YES	NO
8.	Do they show an interest in your interests and activities?	YES	NO
9.	Do you discuss matters of sex with either of your parents?	YES	NO
10.	Do your parents trust you?	YES	NO
11.	Do you find it hard to say what you feel at home?	YES	NO
12.	Do your parents have confidence in your abilities?	YES	NO
13.	Do you hesitate to disagree with either of them?	YES	NO
14.	Do you fail to ask your parents for things because you feel they will deny your requests?	YES	NO

15. Do they really try to see your side of things? YES NO

16. Do your parents consider your opinion in making decisions which concern you? YES NO

17. Do they try to make you feel better when you're down in the dumps? YES NO

18. Do your parents explain their reason for not letting you do something? YES NO

19. Do you ask them their reasons for the decisions they make concerning you? YES NO

20. Do you help your parents to understand you by telling them how you think and feel? YES NO

NOW COMPLETE THESE STATEMENTS:

What worries me most about my future is _____

_____

The main weakness of American parents is _____

_____

The most difficult subject to discuss with my parents is _____

_____

What I want most out of life is _____

_____

CAREER DEVELOPMENT PARTNERSHIP

A P O L L O

ADVISING PARENTS ON LEARNING LIFE-GOAL OPPORTUNITIES

Senior High Component

CAREER DEVELOPMENT PARTNERSHIP

SENIOR HIGH COMPONENT

PROJECT APOLLO

ABSTRACT

Project APOLLO (Advising Parents on Learning Life-Goal Opportunities) is a federally funded program which has been successfully conducted at Cranston West High School. The project was designed, and has been modified and carried out, by members of the Guidance Department at Cranston West.

The main thrust of the program is to inform students and their parents of the processes involved in choosing a career, the resources available to assist in career decisions, and factors important in the process of making career decisions.

In addition, the program seeks to provide:

- Opportunities for parents to come to the school for regular conferences not directly related to difficulties or problems their children may be encountering.
- Opportunities for parents to share their own career experiences and decisions with their children and with others.
- Opportunities for students to discover that others may be undergoing similar career choice difficulties.

Students are in this way offered the opportunity to listen to adults who are significant to their decision-making process, and, by listening to parents' career steps, it is possible for students to obtain information with which they can identify.

More specifically, the APOLLO model involves counselors meeting with students and parents as a group in cycles of four evening sessions at the school, and one session with each set of parents and the student alone at a time convenient to all. In addition to the open invitation to all students and their parents extended periodically throughout the school year, individual contact is made with parents and students who counselors believe will

benefit most from participation. Virtually all students and parents desiring to participate are provided the opportunity to do so sometime during the academic year, but preference is given to sophomores and juniors. Ten students and their parents are selected for each cycle.

Each session uses a variety of techniques and strategies to meet the objectives of that session in particular and of the entire program in general. Active student and parent involvement in each session is critical for success.

CAREER DEVELOPMENT PARTNERSHIP

SENIOR HIGH COMPONENT
PROJECT APOLLO

SESSION I

INTRODUCTORY ACTIVITIES:

1. Self-introduction and brief background description of each counselor serving as group facilitator.
2. Self-introduction of parents and students in the group.
   a) Name
   b) Occupation or, in the case of students, career goal
   c) Career fantasy: "If you had the opportunity to be anything you wanted to be, what career would you choose?"
3. Brief explanation of the program and logistics.
   a) Distribute information indicating meeting dates, time, and location of each meeting.
   b) Emphasize the importance of both parent and student participation in each session.
   c) Briefly explain the main goals of the program.
      1. To make students and parents aware of the processes involved in choosing a career.
      2. To make students and parents aware of the resources available to assist in the making of career decisions.
      3. To make students and parents aware of the factors which are important in making career decisions.
4. Distribute parent survey (Appendix A) for group members to complete.

OBJECTIVE: 1 To acquaint parents and students with the importance and complexity of making career decisions.

Materials:

Note paper and pencils for each group member
Session I Agenda/Work Sheet ditto (Appendix B)
Pamphlet: "After High School What?" from A Scriptographic Booklet, available from: Channing L. Bete Co., Greenfield, Mass.

Procedure:

1. Ask group participants to indicate on their note paper the number of different occupations they think there are, and the number of days most men and women work on a job outside their home during their lifetime.

   Then quickly survey the group for their answers, and discuss the "correct" answers.

   a) 20,000 different types of employment in the United States today. Many of these jobs didn't exist a generation ago and the job situation is changing rapidly.

   b) Most men work forty to fifty years, most women work approximately twenty-five to thirty years. The correct answer for number of days worked in a lifetime is in the vicinity of 10,000 days.

   c) Point out that the complexity of choosing a career is, in part, related to the sheer number of occupations and the speed with which they are changing.

      The importance is related, in part, to the number of days of a person's life that are spent "on the job".

2. Ask group participants to think back to the career they had fantasized earlier in the program, and to indicate why they chose that career. Use this as a springboard for the discussion of reasons why people work. The general categories that should be cited from the group responses and discussed are:

   a) Economic

   b) Social

   c) Psychological

Guidelines and Comments:

1. While it may be faster and easier for the group facilitators to simply state the facts, the writing and speaking by parents and students forces them to be involved. In addition, it is much easier for a participant to simply say to himself, "I knew that", if he does not have something written in front of him which is different from one of the responses desired. Writing, even though brief, also allows the participants to feel that they are doing something in the group. It also gives them confidence to speak in front of the group if they know what they are going to be asked, and have the answer written in front of them.

OBJECTIVE 2: To make parents and students aware of the fact that there are three phases involved in making career decisions.

1. Self-evaluation
2. Career Exploration
3. Decision-making

Materials:

Kuder Occupational Interest Survey, (available from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois, 60611).

Other interest inventory could be used in place of the Kuder.

FILM: "The World of Work" from a series of films The Working Worlds (available from Olympus Publishing Company, 2 Olympus Plaza, 1670 East Thirteenth South, Salt Lake City, Utah 84105)

Procedure:

1. Ask parents to indicate why they are in their present jobs, and use this as an introduction to a brief disucssion of the phases involved in making career decisions.

    a) Self-evaluation - What is this and how can it be accomplished?

    b) Career Exploration - What is this and what are some techniques that can be used?

    c) Decision-making - Refer back to earlier discussions of why people work and summarize.

        1. Economic
        2. Social
        3. Psychological

2. Show the film, "The World of Work", or a similar media presentation which emphasizes the many occupations available to young men and women, defines some of the processes involved in making career decisions, addresses the problem of sex-role stereotyping by showing men and women in non-traditional employment settings.

3. Begin the administration of the Kuder Interest Inventory. Review general directions, but deviate from these directions by asking the parents to complete the Inventory as they feel their son or daughter will (without discussing it with their son or daughter). Allow all group participants to work on the Inventory until five minutes before the session is scheduled to end (but for at least five minutes in class to allow them to "get the hang of it"). At this point ask the parents and students to complete the Inventory at home (without consultation) and have it returned to school within two days, or at least by the next session, because it has to be sent out to be scored.

4. Briefly inform parents that a part of the next session will involve sharing their employment history, and a brief outline citing the various jobs they have held should be prepared.

Guidelines and Comments:

1. While there are many media presentations available dealing with careers, it is important to select one which deals with the complexity of the decision-making process. This particular film not only does this, but also deals with sex-role stereotyping. If refreshments are served, it is prudent to serve them during the film because time in the first session frequently is at a premium.

2. It is important that the Kuder is started in class. This precludes misunderstandings, and once it is started, it is much more likely to be completed well before the next session. Parents and students are instructed to complete and return the Kuder at the next session, or earlier if possible.

CAREER DEVELOPMENT PARTNERSHIP

SENIOR HIGH COMPONENT
PROJECT APOLLO
SESSION II

INTRODUCTORY ACTIVITIES:

1. Welcome participants to second session.
2. Collect Kuder Interest Inventories - explain to group that these will be scored and returned to them at the fifth session.
3. Pass out Agenda/Work sheet ditto and briefly review scheduled program.
4. Ask group members to see group facilitators in order to schedule individual conferences.

Objective 1: To clearly illustrate to students and parents that there are many reasons why individuals work and/or change their employment or career goals.

Materials:

No special materials required for the participants other than note paper and pencils.

Procedure:

1. Each group facilitator should review his employment history for the group as an example of what each participant will be asked to do from the history they were asked to prepare at the last session. A case history should be presented in a narrative form. Group members should be asked to maintain a brief list of reasons for job or career changes indicated so that they may be discussed after each presentation.
2. One of the participants is then asked to list some of the reasons cited by the facilitator for job and/or career changes. Other participants should be invited to "round out" the list.

3. Each parent will now give their employment history. Students will indicate program of study and reasons for selecting that program.

   As parents finish their presentations, other parents will be asked to summarize the highlights and cite reasons for job or career changes. It is important that facilitators assist, but not do all the work. The reasons generally include but are not limited to better economic opportunity, marriage, change of residence, job security, opportunity (or lack of it) for advancement, etc.

4. When the entire group has completed their presentations, one of the facilitators will briefly present all the reasons why people in this group have changed jobs or careers. Attention will be called to the fact that very frequently the reasons are not simply based on an opportunity to make more money. Counselors should also point out some common reason that may not have been mentioned. (For example, a change to take over a family business because of the death of another family member.)

Guidelines and Comments:

1. This session and this activity in particular has been frequently cited by both participants and evaluators as one of the most informative and beneficial.

OBJECTIVE 2: To help students and parents to understand the meaning of sex-role stereotyping and to recognize the fact that although many jobs or careers are often thought of as either "male" or "female" positions, there is really very little reason why this must be the case.

Materials:

Ditto: Myth and Reality (Appendix C)
Chalkboard or overhead projector
Note paper and pencils

Procedure:

1. Without explaining that this is an exercise on sex-role stereotyping, list the following positions on the board and ask the group to indicate whether they feel the position is one which should be filled by a man or a women by listing M or W after the position on their paper. Also tell the participants that they should be prepared to briefly explain their reasons for the answers listed.
    a) Auto mechanic
    b) Court Judge
    c) Secretary
    d) Junior HIgh School Principal
    e) Jewelry Carder (briefly explain what a carder is)
    f) Firefighter
    g) Elementary School Teacher
    h) Nurse
    i) Engineer
    j) Police Officer
    k) Doctor

2. Briefly review the answers given by the participants and ask for a reason why they selected the answer. Use the opportunity to point out how most individuals would usually identify items a, b, d, f, i, j, and k as "male" jobs and the remaining positions as "female" positions. Discuss that these characterizations are seldom based on whether or not a person can do the job but rather on our personal "conditioning". Ask group to cite people they know who do not fit the stereotype for the positions listed.

4. Read and discuss the ditto: Myth and Reality (Appendix C). Have participants discuss ways in which they can help reduce sex-bias. Discuss examples of sex-bias and sex-fairness in the home.

Guidelines and Comments:

1. The Rhode Island Department of Education, Division of Vocational Education employs a resource person in this area who can provide assistance to meet this objective.

OBJECTIVE 3: To make students and parents aware of the fact that sound and responsible career choice requires self-evaluation.

Materials:

Study of Values Test by Allport, Vernon, and Lindzey from Study of Values (available from Houghton Mifflin Company, Pennington-Hopewell Road, Hopewell, N. J. 08525).

Career Perspective: Your Choice of Work by Celia Denues, (available from: Charles A. Jones Publishing Company, Worthington, Ohio).

The Parent's Role in Career Development, Knapp and Bedford. (available from: The National Vocational Guidance Association, 1605 New Hampshire Avenue, N. W., Washington, D. C. 20009).

Chalkboard or overhead projector and screen

Procedure:

1. Remind parents that the earlier exercise citing employment and career history consistently cited decisions that had to be made, and decisions if they are to be sound and responsible, require

knowledge -- especially knowledge about one's self. There are many ways to get knowledge about yourself. Stimulate discussion among participants to elicit the following methods:

a) Introspection - self-examination

1. Advantage - We frequently know ourselves best.
2. Disadvantage - Prejudices, or we may be too easy or too hard on ourselves.

b) Ask others how they see us

1. Advantage - May be more objective.
2. Disadvantage - May be prejudiced or lack candor.

c) School records

1. Advantage - Usually quite objective.
2. Disadvantage - Usually lack "personal touch" or knowledge. Permanent record is usually just a list of grades and test results.

2. What are some records available?

a) Life Card or Permanent Record Card usually has most comprehensive and critical information including grades, attendance record, standardized test scores, etc.

b) Counselor File - Explain what is usually enclosed and emphasize that they are usually destroyed after the student leaves school.

c) Standardized tests. Briefly review the different kinds of standardized tests and test terms.

3. Distribute Study of Values Test and have students and parents begin test in class and return completed tests at the next session.

4. Distribute Career Perspective: Your Choice of Work, and ask participants to read the following chapters for the next session:

    a) Chapter 6 - "Your Value System"

    b) Chapter 7 - "What Tests Tell You"

    c) Chapter 9 - "Your Self Assessment"

Guidelines and Comments:

1. Unless the facilitators are skillful in presenting the material necessary to meet this objective, this can be a very difficult session for the participants.
2. Allow for and stimulate questions.
3. Assume nothing in terms of the knowledge participants have of this material regardless of the background of group members.
4. Extensive use of the board or overhead projector and visual aids is important.

CAREER DEVELOPMENT PARTNERSHIP

SENIOR HIGH COMPONENT

PROJECT APOLLO

SESSION III

INTRODUCTORY ACTIVITIES:

1. Welcome participants to third session.
2. Distribute Agenda/Work Sheet ditto and briefly review scheduled program.
3. Discuss with parents the importance of student and parental values in career decision making. Collect Study of Values Test and explain to participants that the test results will be reviewed in detail in the individual conferences.
4. Remind group members who have not yet done so, to schedule the individual conference before leaving.

OBJECTIVE 1: To review with parents and students sources of information and opportunities regarding careers.

Materials:

Ditto sheets and reproductions of information from Employment Bulletin published monthly by the Department of Employment Security and the Department of Labor.

Dictionary of Occupational Titles (available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402)

Occupational Outlook Handbook (available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402)

Sample copies of books and pamphlets to illustrate sources of career information.

Procedure:

1. Ask students to indicate how they would find out information pertaining to a particular job or occupation. After students have listed their responses and presented them orally, encourage parents to provide additional information.

   Sources that should be cited include, but are not limited to conversations with individuals engaged in or knowledgeable about the career, reference books, books and articles written about specific careers, biographies, job projection data, government information, professional associations and unions, regulatory or licensing agencies, the phone book, the newspaper, etc.

   Pass out samples of the literature cited above, and allow group participants time to share and examine it. Facilitators should circulate among participants to answer questions and illustrate how to use books such as the Dictionary of Occupational Titles.

2. Take participants to the school library, career library, and guidance office and share with them information available in these areas that may assist in getting information about careers.

3. Emphasize and explain special programs such as cooperative education and career seminars held at the school.

Guidelines and Comments:

1. It is advantageous if representatives from different departments and particular programs are available to explain what is being done relative to career education in that department or program. Student representatives can be extremely effective in this role. (This is an optional activity and could be dealt with in an optional sixth session or an extra hour at the conclusion of one of the sessions).

OBJECTIVE 2: To make parents aware of how they can assist their sons and daughters in making career choices.

Material:

Ditto Sheet - "How Can A Parent Assist A Child To Make Wise Career Choices Amid The Complexities Of Today's World?" (Appendix D)

The Parent's Role in Career Development , by Knapp and Bedford

Procedure:

1. Review the ditto sheet with parents and ask for parental reaction to each of the following ways parents can assist in career choices:
   a) Personal example and lifestyle
   b) Assume a career attitude in your home life.
   c) Recognize the home as a work setting.
   d) Assist the child in establishing short term goals and tentative life goals.
   e) Observe your child.
   f) Be flexible and realistic.
   g) Monitor school progress.
   h) Assist in developing communication skills.
   i) Avoid "Myth Traps" about careers.
   j) Awareness of child's developing values. Discuss general issues relative to Values Test
2. Inform parents that specific discussion of the Values Test will take place at Session 5.

Guidelines and Comments:

1. Parents and students are frequently aware of many of the techniques to assist in career choices, but discussion reinforces them as well as gives them new ideas. Facilitators must solicit the information from the participants -- not "give" it to them.

2. Distribute pamphlet titled: Parent-Teenager Communication - Bridging the Generation Gap by Bienvenu, and ask parents to read this for the next session. (Available from: Public Affairs Pamphlets, 381 Park Avenue, South, New York, New York 10016.) This is pamphlet #438. 1969.

CAREER DEVELOPMENT PARTNERSHIP

SENIOR HIGH COMPONENT

PROJECT APOLLO

SESSION IV

OBJECTIVE 1: To help parents and their sons and daughters improve their communication skills by understanding how they perceive one another.

Materials:

Note paper and pencils
Chalkboard or overhead projector

Procedure:

1. The parents and students will be divided into two groups. One facilitator will go with the student group to another room, and the other facilitator will remain with the parents.

2. The student group facilitator will assist the students in a discussion of the subject, "What can parents do to improve communication with their children?" As the discussion is taking place, the facilitator will make a list of the points indicated by the students.

3. The parent group facilitator will assist the parents in a discussion of the topic, "What can young people do to improve communication with their parents?" As the discussion is taking place, a parent volunteer will make a list of the parent responses.

4. Both groups will be brought together after approximately twenty minutes, and the group facilitators will present each group's reactions to the questions. Neither parents nor students will be identified as the source of any of the reactions presented.

5. Both parents and students will be invited to react to the issues raised by both groups and listed by the facilitators on the board.

Guidelines and Comments:

1. Facilitators must stimulate discussion in both groups, not provide the "answers" to the questions. It is also important that the facilitators present the reactions of both groups in the general session in a nonthreatening manner.
   If parents or students choose to react, the facilitators must ensure that the reaction does not become a confrontation between the parent and student.

OBJECTIVE 2: To make parents and students aware of the fact that good communication is a skill that can be learned and developed if the parties make an effort to do so.

Materials:

3" x 5" cards and pencils

Ditto: "Tips for Improving Communication" from the booklet: Parent-Teenager Communication - Bridging the Communication Gap by Bienvenu.

Procedure:

1. Briefly review "Tips for Improving Communication" dittos and give participants an opportunity to react.

2. Have each participant write a brief statement on a 3" x 5" card exemplifying each item listed in the above ditto. Each item will be worked on individually, and one of the facilitators will collect the cards from the participants at the time each item is ready to be discussed. The other facilitator will briefly explain some of the highlights of the item while the cards are quickly examined by the other facilitator who will select some of the better examples prepared by the participants.

   These examples may serve as a springboard for a brief discussion of the item by the participants. The items to be reacted to are:

a) Find a time to talk that is convenient for both parent and child.

b) Hear your parent/child out without interrupting his conversation.

c) Try to listen calmly.

d) Avoid being judgemental.

e) Learn to listen "between the lines".

f) Permit expressions of feeling.

g) Avoid barriers to self-expression.

h) Develop a courteous tone of voice in communications.

i) Hold family conferences.

Guidelines and Comments:

1. The nine "Tips" are listed in Bienvenu's Parent-Teenager Communication: Bridging the Generation Gap, which the parents were asked to read at the end of the third session. Each item is explained in more detail in the booklet, and examples are listed. Participant reactions should not reveal the author and are used to illustrate the fact that the participants experienced many of the frustrations implied in each item.

OBJECTIVE 3: To improve understanding between parents, teenagers by opening channels of communication.

Material:

Parent-Teenager Communication: Bridging the Generation Gap by Bienvenu.

Procedure:

1. Ask parents and students to read pages 12 and 13 in Bienvenu's booklet: Parent-Teenager Communication: Bridging the Generation Gap, and complete the exercise on pages 14 and 15 within one week.

Guidelines:

1. While this exercise is not difficult, it can generate some questions. Therefore, it is helpful to review the directions with the participants. It is also wise to advise the participants that the facilitators will be available for conferences if the parents and students have difficulty completing and discussing the exercise by themselves.

Alternate Programs for Session IV:

There are several different models for improving communication between parent and adolescent children. The one presented here is only an example of one that can be chosen. In part, it was selected because it is not difficult for most trained counselors to work with and does not require expensive materials or speakers. Another model which has been utilized at Cranston West is the Effectiveness Training Model. A guest speaker is brought in to conduct the session with the students and parents.

CAREER DEVELOPMENT PARTNERSHIP
SENIOR HIGH COMPONENT
PROJECT APOLLO

SESSION V

OBJECTIVE 1: To meet privately with the student and his parents in order to interpret all information on the student's permanent record card and any additional information available in school records which will help the student better know himself in terms of his ability, interests, and academic strengths and weaknesses.

Materials:

Student's permanent record card
Student's cumulative file folder
Academic status reports from each of the student's current teachers
Charts and graphs which can be used to visually indicate the student's standardized test results
Kuder Interest Inventory
Study of Values Test

Procedure:

1. Review with the student and parents the objective of the session.
2. Briefly review with the parents and student the records that will be used and allow them to examine each of them.
3. Review the student's academic grades posted on the permanent record card and the current academic status reports from each teacher. If patterns manifest themselves in terms of grades, be sure to point them out.
4. Review and explain the student's class rank, or if the student does not yet have one, how it will be determined.

5. Review and stress the importance of the student's attendance record.

6. Review and explain the results of any standardized tests available. Stress patterns, correlation, or lack of it, with the student's academic record and other standardized tests. Give the student and parents the charts and graphs reflecting the standardized test results.

7. Review the student's results on the Kuder Interest Survey and compare the results with those that the parents received on the Kuder that they took as they thought their son or daughter would answer.

8. Review and compare student and parent results of the "Study of Values Test".

9. Ask the student to indicate potential career goals and review the student's ability, interests, and educational plans relative to the career goals.

Guidelines and Comments:

1. It is important that this conference be held in a relaxed atmosphere. Stress the fact that the results on the Kuder and Study of Values are not "right or wrong", and that the only reason for comparison of parents and student results is to make them all aware of their areas of apparent similarities and differences. This knowledge can be helpful in improving student/parent communication and make them alert to potential areas of conflict in values.

   The parents and student should be encouraged to ask questions and/or offer any comments which will improve their or the counselor's understanding of information shared during the conference.

Concluding Activities:

1. Ask participants to complete Parent Survey (Appendix A).

2. Ask participants to complete evaluation forms as required by project.

APPENDIX A

CAREER DEVELOPMENT PARTNERSHIP
SENIOR HIGH COMPONENT
PROJECT APOLLO

Parent Survey

This survey has been developed with the intent of collecting information from you to help the project staff identify what areas in the forthcoming sessions should be covered with more care. We would appreciate your candidness in answering all questions and please feel free to elaborate on any of the items.

Thank you for your cooperation,
PROJECT APOLLO STAFF

1. Do you understand the meaning of a life goal? Yes ___ No___
2. Do you know whether your child has decided on a life goal? Yes ___ No ___
3. Are you aware of the activities the school has provided to your child in helping him/her decide on a life goal? Yes ___ No ___
4. Do you know if your child has concerns about what he/she will do after graduation? Yes ___ No ___
5. Do you know what career(s) your child is interested in pursuing after graduation? Yes ___ No ___
6. Do you know what skills your child has obtained to help him/her qualify for a chosen career? Yes ___ No ___
7. Do you know what is meant by a life card? Yes ___ No ___
8. Have you ever seen your child's life card? Yes ___ No ___
9. Are you aware of what your role is in the development of your child's life goal? Yes ___ No ___
10. Are you aware of the numerous career areas available in to which your child may decide to enter? Yes ___ No ___
11. Do you know what your role as a parent will be in helping your child fulfill his/her career goal <u>after</u> he/she has graduated? Yes ___ No ___
12. Are you as a parent prepared for your child's graduation from public school? Yes ___ No ___

CAREER DEVELOPMENT PARTNERSHIP
SENIOR HIGH COMPONENT
PROJECT APOLLO

Agenda/work Sheet
Session 1

I. Introductions

II. Description of the Program

III. Parent Survey

IV. Discussion. The importance and complexity of making career decisions.

A. Number of different types of employement in the United States

_____

B. Number of days worked in a life-time

_____

C. Reasons why people choose a career.

1. _____
2. _____
3. _____

V. Discussion. The phases involved in making career decisions.

1. _____
2. _____
3. _____

VI. Film - "The World of Work".

VII. Kuder Interest Survey

VIII. Preparation for next session.

1. Complete and return Kuder Interest Inventory
2. Prepare an employment history indicating the jobs you entered or left since you have been working and the reasons why.

APPENDIX C

CAREER DEVELOPMENT PARTNERSHIP
SENIOR HIGH COMPONENT
PROJECT APOLLO

MYTH AND REALITY

THE MYTH.....

A woman's place is in the home....

THE REALITY .....

1. Of all women between the ages of 18 and 64,
   - about 35 million work as unpaid full-time housewives
   - about 36 million (53%) are in the paid labor force
   - about 70% of all women workers hold full-time jobs
   - more than one out of 10 women workers are heads of households
   - of the 7.2 million female heads, 3.9 million or 54% were in the labor force

2. Women are not 39% of the total labor force
   - half of all women workers are in their late 30's or older
   - more than half of all women workers are married
   - more than half of all women workers have children under 18 at home
   - almost two of every five working mothers are heads of households

3. When you think of the future of girls in your school, keep in mind that:
   - nine out of 10 will be employed sometime in their lives
   - nine out of 10 will marry, 8 out of 10 will have children
   - the average married woman is likely to work outside the home for 25 years; the average unmarried woman for 45 years; the average man for 43 years
   - 56% of all minority women over age 18 were in the paid labor force in 1974; as compared to 51 of all white women.
   - more than 4 out of 10 women who are married and living with their husbands are in the paid labor force
   - the median wage paid women is 57% that paid to men
   - only 7% of women earn over $10,000 a year, as compared to 40% of men.

THE MYTH .....

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

THE REALITY.....

1. There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.
2. Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.
3. The average woman in the labor force has completed a median of 12.5 years of schooling -- the same number of years as her male counterpart. However, women who work year round full time earn substantially less than fully employed men who have the same number of years education.
4. In 1974 women with 4 years of college had lower incomes than men who had only completed the 9th grade, and only 59% of the income of men with 4 years of college.

THE MYTH .....

Women are out ill more than male workers; they cost the company more.

THE REALITY ....

A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

(Material taken from the contents of: Undoing Sex Stereotypes - Guttentag/Bray Statistics - U. S. Dept. of Labor, Employment Standards Administration - Women Worker Today & The Earnings Gap Between Women and Men - U. S. Dept. of Labor, Employment Standards Administration, Womens Bureau 1976)

APPENDIX D

CAREER DEVELOPMENT PARTNERSHIP
SENIOR HIGH COMPONENT
PROJECT APOLLO

HOW CAN A PARENT ASSIST A CHILD TO MAKE WISE CAREER CHOICES AMID THE COMPLEXITIES OF TODAY'S WORLD

1. As a parent you exert the greatest influence on your child. He will practice in his adult life about 85% of the values you cherish. Therefore, your example and lifestyle are of prime importance. Opportunity for decision-making and value clarification present themselves everyday in your family life.

2. Assume a "career attitude" in your home life. Share your daily work experiences through reading (career magazines, reference books, biographies, fiction, newspapers, etc.) media (radio, tv, movies) and by reality testing (part-time work, volunteer work). Encourage your friends to discuss their careers with your child.

3. Recognize your home as a work setting. Among obvious career experiences provided are food services, appliance repair, and building maintenance. However, other opportunities to explore careers may come through cultural experiences (plan a trip to Europe - i.e., travel agent), or hobbies (take pictures - i.e., photography). Can you think of other opportunities?

4. Assist your child to set short term goals as well as tentative life goals. Remember that most people will change their jobs about seven times during their lifetime. Therefore, insistence on long term goals may be futile.

5. Learn through observation all you can about your child. His interests, temperament, aptitudes, physical assets, etc. Lifestyle preference is exposed daily. Discuss your observations with him in a calm and objective manner.

6. Try to be flexible and realistic. Parents want the best possible life for their child: therefore, in many overt and subtle ways they ignore the evidence and set unrealistic goals. They rush their child into decisions, push beyong his capacity and force careers and lifestyle based on their own preferences or unfilled needs.

7. Monitor your child's school progress. Analyze test scores, interests, social activities and achievement. Teacher and counselor observations can serve to verify your own observations. Assist in selection of high school and college courses.

8. Assist your child in developing communication skills. Through family discussions and active listening parents can help a child develop self-esteem and self-image as well as the ability to present ideas in a clear and understandable manner.

9. Avoid the "Myth Traps". TRUE OR FALSE:
   a) Somewhere out there is a perfect job for everyone, 100% satisfying, 0% frustrating.
   b) Every job carries with it a predetermined lifestyle.
   c) Students should be encouraged to make career decisions as early as possible.
   d) Jobs can be arranged on "career ladders". You start at the bottom and work your way to the top.
   e) Success is the result of hard work, nothing else matters.

10. Help your child to develop a philosophy of work. All work has dignity and presents an opportunity for self-fulfillment and responsible behavior.